DOCUMENT RESUME

ED 372 603 FL 022 284

AUTHOR	Lynch, Joanne
TITLE	The International Academy for Bilingual Education and Bicultural Studies, Community School District 2, Manhattan. Final Evaluation Report, 1992-93. OER Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Educational Research.
PUB DATE	13 Sep 93
CONTRACT	T003C00032
NOTE	91p.
AVAILABLE FROM	Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; *Bilingual Education Programs; Chinese; Cultural Awareness; Curriculum Design; Curriculum Development; English (Second Language); Grade 1; *Multicultural Education; Parent Participation; Primary Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Staff Development; Urban Education; Whole Language Approach
IDENTIFIERS	New York City Board of Education

ABSTRACT

This report presents an evaluation of the International Academy for Bilingual Education and Bicultural Studies, an Elementary and Secondary Education Act Title VII-funded project in its third year of operation in 1992-93. The program provided instructional and support services to 74 Chinese- and English-speaking students in 1 pre-kindergarten, 1 kindergarten, and 1 first-grade class at P.S. 1 in Community School District 2 in Manhattan, New York. The project offered a challenging curriculum designed to develop both groups' proficiency in English and Chinese, providing the participants with a program of bilingual education that used language development and enrichment activities within a framework of whole language methodology as well as cooperative learning. The project encouraged parent involvement and provided staff development workshops. An evaluation of the project found that it met all its pre-kindergarten objectives for social and academic development, content areas, arts, health and physical education, and multicultural awareness. The project met its objectives for English as a Second Language, Chinese language arts, staff development, and parental involvement. The project did not meet its dual language objectives for kindergarten or first grade. Three appendixes provide copies of the student checklist, staff questionnaire, and data collection and evaluation system. (MDM)

ED 372 603

OER Report

The International Academy for
Bilingual Education and Bicultural Studies
Community School District 2, Manhattan
Grant Number: T003C00032
1992-93

FINAL EVALUATION REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Tobias

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL022284

BEST COPY AVAILABLE

The International Academy for
Bilingual Education and Bicultural Studies
Community School District 2, Manhattan
Grant Number: T003C00032
1992-93

FINAL EVALUATION REPORT

Ms. Good Jean Lau, Project Director
P.S. 1
8 Henry Street
New York, NY 10038
(212) 267-4133

NEW YORK CITY BOARD OF EDUCATION

Carol A. Gresser
President

Irene H. Impellizzeri
Vice President

Victor Gotbaum
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra-Vélez
Dennis M. Walcott
Members

Andrea Schlesinger
Student Advisory Member

Ramon C. Cortines
Chancellor

9/13/93

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201. Telephone: (718) 935-3320.

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Joanne Lynch for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Educational Research
Board of Education of the City of New York
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790 FAX: (718) 935-5490

EXECUTIVE SUMMARY

The International Academy for Bilingual Education and Bicultural Studies was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third year in 1992-93. The program provided instructional and support services to 74 Chinese- and English-speaking students in one pre-kindergarten, one kindergarten, and one first grade class at P.S. 1 in Community School District (C.S.D.) 2 in Manhattan. Thirty-three students (45 percent) were English proficient (EP), and 41 (55 percent) were limited English proficient (LEP). The project offered a challenging curriculum designed to develop both groups' proficiency in English and Chinese. The project provided participants with a program of bilingual education, using language development and enrichment activities within the framework of whole language methodology as well as cooperative learning.

Parents played an important role in their children's education and were present in the classroom throughout the year. Project staff attended various workshops.

The project met all its pre-kindergarten objectives for social and academic development, content areas, arts, health and physical education, and multicultural awareness. The project met its objectives for English as a second language (E.S.L.), Chinese language arts, improvement in native and second language literacy, staff development and parental involvement. The project did not meet its dual language objectives for kindergarten or first grade. The objectives for second language oral proficiency and reading could not be measured, since the proposed test was not administered.

Based on the findings of this evaluation, the following recommendations are made to the project:

- Examine the reasons why students did not achieve dual language proficiency. Adjust the criterion score on the checklist to reflect students' progress realistically.

- Ensure that the testing instruments called for in the objectives are actually used.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Project Context	1
	Student Characteristics	1
	Project Objectives	2
	Project Implementation	4
II.	EVALUATION METHODOLOGY	8
	Evaluation Design	8
	Instruments of Measurement	9
	Data Collection and Analysis	10
III.	FINDINGS	12
	Participants' Educational Progress	12
	Overall Educational Progress Achieved Through Project	21
	Staff Development Outcomes	21
	Parental Involvement Outcomes	22
IV.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	24
	Achievement of Objectives	24
	Most and Least Effective Components	24
	Recommendations to Enhance Project Effectiveness	25
	APPENDIX A Student Checklist	26
	APPENDIX B Staff Questionnaire	27
	APPENDIX C Data Collection and Evaluation System	28

LIST OF TABLES

		PAGE
TABLE 1	Project Staff Qualifications	6
TABLE 2	Qualifications of Non-Title VII Staff	7

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) 1992-93 evaluation of the International Academy for Bilingual Education and Bicultural Studies. The project was in its third year of funding by Title VII of the Elementary and Secondary Education Act (E.S.E.A.). The project offered a challenging curriculum designed to improve the language proficiency of Chinese-speaking limited English proficient (LEP) and English proficient (EP) students.

PROJECT CONTEXT

The program operated at P.S. 1 in Community School District (C.S.D.) 2 in Manhattan. The student population in C.S.D. 2 was 33.8 percent Asian-American, 29.1 percent European-American, 22.4 percent Latino, 14.4 percent African-American, and 0.3 percent Native American. Eighteen percent of the students in the district were LEP, and 54 percent were from low-income families and were eligible for the federally funded free-lunch program.

Of the 628 students who attended P.S. 1 during the 1992-1993 year, 70 percent were Asian-American, 16 percent were Latino, 13 percent were African-American, and one percent were European-American. Thirty-one percent were LEP, and 89 percent came from low-income families.

STUDENT CHARACTERISTICS

The International Academy for Bilingual Education and Bicultural Studies served 74 students in pre-kindergarten, kindergarten, and first grade. Male students numbered 35 (47 percent), and females numbered 39 (53 percent). The project used

a home language survey as well as input from parents and teachers to determine if students were LEP or EP.

Needs Assessment

Prior to establishing this program, C.S.D. 2 carried out a needs assessment survey of the targeted LEP and EP student population, their families, and the staff who were to serve them. Over 100 families were interviewed prior to the first year of programming. It was determined that parents of both LEP and EP students wanted a challenging curriculum offered to their children that would teach them to use language effectively.

PROJECT OBJECTIVES

Student Objectives

- At least 90 percent of participating pre-kindergarten children will improve their adjustment to the school environment; development of interpersonal relationships (with peers and adults); memory, thinking, and reasoning skills; use of materials; and speaking and listening skills, as measured by teacher logs, checklists, and monthly reports.

- At least 90 percent of participating pre-kindergarten children will make appropriate progress in each of the following areas: arts, communication arts, health education, mathematics, music, physical education, science, and social studies, as measured by teacher logs, checklists, and monthly reports.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of reading-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of mathematics and problem solving-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

- At least 90 percent of participating pre-kindergarten children will improve their ability to develop their thinking skills, solve problems, and do creative work, as measured by teacher logs, checklists, monthly reports, and Student Product Assessment Forms.

- At least 90 percent of participating pre-kindergarten students will improve their knowledge of and attitudes toward their own and others cultures, as measured by classroom instruments and teacher observations.

- At least 90 percent of students who have been in the program for two years will attain dual language proficiency.

- At least 80 percent of the students (first grade) who have been in the program for three years will have attained dual language proficiency.

- At least 90 percent of students who have been in the program for two years will demonstrate improved native and second language literacy.

- At least 85 percent of the students (first grade) studying Chinese for three years will have improved their level of Chinese language skills, as demonstrated by a significant increase in scores on a staff-developed Chinese Language Arts Test, measured by a correlated *t*-test for significance of difference between pre- and posttest scores.

- At least 80 percent of the participating students studying Chinese will have improved their level of Chinese language skills as demonstrated by a significant increase in scores on a staff-developed Chinese Language Arts Test, measured by a correlated t-test for significance of difference between pre- and posttest scores.

- At least 75 percent of the students participating for at least two years will significantly improve their second language oral proficiency, as measured by a pre/post comparison of language complexity scores on the English and Chinese versions of the Basic Inventory of Natural Language (BUNGHOLE).

- At least 80 percent of the students (first grade) who have completed the Reading Recovery Program will test at or above grade level on the citywide reading test (CAT).

- Participating LEP students will show improvement on the English language version of the Language Assessment Battery (LAB) greater than that of a non-project comparison group.

- Participating students will improve their English language skills as demonstrated by a significant increase in scores on the LAB as measured by a correlated t-test for significance between pre- and post-test scores converted into Normal Curve Equivalent (N.C.E.) units.

Staff Development Objectives

- At least 80 percent of participating teachers and paraprofessionals will demonstrate an increased knowledge of project content and methodology, as measured by pre- and posttraining questionnaires.

- At least 80 percent of participating teachers and paraprofessionals will improve their ability to use project content and methodology in a bicultural, bilingual educational setting, as measured by pre- and post-questionnaires and by structured classroom observations by the Project Director and an independent evaluator.

- The staff of the International Academy (teachers and paraprofessionals) will find satisfactory for use with their International Academy students project-adapted and developed curricula, as measured by a questionnaire.

Parental Involvement Objectives

- A minimum of 60 percent of parents of participating International Academy students will have participated in a minimum of three parent activities as measured by attendance records for parental involvement activities.

- At least 60 percent of the parents of participating students will have demonstrated a satisfactory level of understanding of and participation in their children's education, as measured by a parent checklist in English and Chinese, and by teachers' reports.

PROJECT IMPLEMENTATION

In 1992-93, its third year of service, the program provided instructional and support services to 74 Cantonese and English-speaking students in one pre-kindergarten, one kindergarten, and one first-grade class at P.S. 1. There were 18

pre-kindergarten, 29 kindergarten, and 27 first-grade students. Of these, 33 (45 percent) were EP, and 41 (55 percent) were LEP.

The emphasis of the project was on providing LEP and EP students with an enriched program of bilingual education, using language development and activities within the framework of a whole language methodology. The International Academy for Bilingual Education and Bicultural Studies was based on the theory that LEP students benefit most from approaches which emphasize their strengths—native language ability and knowledge of their own culture—rather than their lack of proficiency in English, while EP students had the opportunity to learn Cantonese as a second language. Staff development and parental involvement activities were an integral part of programming and were well attended.

The project originally intended to provide extended-day (8 a.m. to 6 p.m.) instruction to all students, but the cost was prohibitive. Instead, the program ran from 8:45 a.m. until 3:00 p.m.

Materials, Methods, and Techniques

Classroom teachers used storybooks written in both Chinese and English and a variety of hands-on activities that included dolls, blocks, and manipulatives. The whole language approach was emphasized by the project. Cooperative learning techniques as well as learning centers were also used.

Staff Qualifications

Title VII staff. Title VII-funded staff included two paraprofessionals, a staff developer, and a community liaison. For a description of degrees held, language proficiency (teaching or communicative*), and years of experience, see Table 1.

TABLE 1

Project Staff Qualifications

Title	Degree(s)	Chinese Language Proficiency	Years of Experience
Staff Developer/ Project Director	B.A.	TP	7-10
Paraprofessional	High School	N.S.*	1-3
Paraprofessional	High School	N.S.	N.A.
Community Liaison	High School	CP	N.A.

*N.S. = Native speaker.

Other staff. Tax-levy funds paid the salaries of nine teachers and one paraprofessional. All teachers were certified in the areas in which they taught. For a description of degrees held, language proficiency, and experience, see Table 2.

Staff development. All project staff attended workshops throughout the year. Topics included conflict resolution, teaching with computers, and problem solving in mathematics.

---

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 2

Qualifications of Non-Title VII Staff

Title	Degree(s)	Certification	Chinese Language Proficiency	Years of Experience
9 Teachers 1 Paraprofessional	6 M.A. 4 B.A.	9 Teaching (Elementary Education)	4 N.S.* (TP) 2 TP 2 CP	11+ (2) 7 (1)

*N.S.- Native speaker.

Length of Time Participants Received Instruction

Students had a median of 2.3 years of education in the United States.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents played an important role in their children's education. At the pre-kindergarten level, the school provided breakfast for parents and children in the classroom. There was a strong Parent Advisory Council (PAC) at P.S. 1.

On a parental needs assessment carried out at the beginning of the school year, parents were encouraged to indicate the activities and meetings they would like offered. Based on this input, parents' workshops covered topics such as child development, and Chinese and African cultures. Workshops were also offered by the New York Telephone Company, the Arts Connection, and New York University's School of Dentistry. Project students' parents attended open-school meetings throughout the year.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of dual language instruction on kindergarten and first grade students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by the International Academy for Bilingual Education and Bilingual Studies Project.

INSTRUMENTS OF MEASUREMENT

Because of the age of the pre-kindergarten children, no formal tests were administered to them, and data were based on teacher observations. For kindergarten and first grade children, pre- and posttest scores on the LAB were assessed by OREA.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

Project staff developed a checklist to examine English- and Chinese-language skills. (See Appendix A.)

To assess the staff development objectives regarding knowledge and use of project content and methodology, OREA developed and analyzed the results of a

questionnaire. (See Appendix B.) To assess the staff development objective for staff satisfaction with curriculum, an OREA consultant interviewed the project director.

To assess the parental involvement objectives for activities and meetings, the project director provided attendance rates. To assess the objective for parental understanding and participation, an OREA consultant interviewed the project director.

DATA COLLECTION AND ANALYSIS

Data Collection

In order to collect data, the evaluation consultant made visits to the school site to observe classes and interview the project director and staff. Correspondence between OREA and project personnel was maintained over the course of the school year. The project director collected data throughout the year and prepared it in accordance with the Data Collection and Evaluation System provided by the Office of Bilingual Education and Minority Language Affairs (OBEMLA). OREA received and analyzed the data in order to complete the evaluation process.

Proper administration of instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at twelve-month intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of the above instrument might be that LAB norms were based on the performance of EP rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

The International Academy for Bilingual Education and Bicultural Studies carried out the instructional activities specified in its original design. Students were able to develop their native and second languages as they covered basic curricula. All instruction was in both English and Chinese. Project teachers used a whole language approach, in both the native and the second language, as well as cooperative learning techniques.

LEP and EP Participants' Progress in Native and Second Languages

An OREA consultant observed a pre-kindergarten project class. Students sang about the days of the week, and one child went before the class and drew a sun on the calendar to represent the day's weather. The class took attendance by counting. The teacher then put the attendance on an experience chart in English and translated it into Chinese, after which the children sang a song in both English and Chinese. Students were assigned at random to engage in activities in the learning centers for housekeeping, water play, block play, painting, listening, reading, and cooking.

The classroom was beautifully decorated with children's work. There was a bulletin board with a display of students' art and names written in Chinese and English.

The OREA consultant also observed a kindergarten class. The classroom was very large and nicely decorated. The children discussed the weather and the teacher wrote in English and Chinese on the experience chart, "Today is a sunny day." The

children read the sentence aloud in both languages. The teacher displayed a calendar, and the children counted the days backward and forward in English and Chinese. The class then began another activity in which they worked on the letter *G*. They wrote the words "green" and "gold" in English and Chinese and drew pictures using those colors.

A first grade class observed by the OREA consultant was also very nicely decorated with children's work. Drawings were labeled in English and Chinese. Learning centers in the classroom included reading, writing, art, numbers, and an "Authors' Corner," where books created by students were displayed.

The class had attended a performance given by the higher grades about the Great Wall of China, and the teacher discussed the play and elicited students' opinions of it. The students then engaged in a writing activity, working on a picture book they were creating.

Programming at Pre-Kindergarten Level

The project proposed the following objectives for pre-kindergarten:

- At least 90 percent of participating pre-kindergarten children will improve their adjustment to the school environment; development of interpersonal relationships (with peers and adults); memory, thinking, and reasoning skills; use of materials; and speaking and listening skills, as measured by teacher logs, checklists, and monthly reports.

At the beginning of the school year, small groups of children attended classes on a staggered basis in order to ease their adjustment to school. Throughout the year, parents joined their children for breakfast in the classroom and stayed for part

of the day. As their children's independence increased, the parents spent less time in the classroom.

In order to help children develop interpersonal relationships, project staff used learning centers, and role-playing with puppets and other theatricals to reenact situations with peers and adults.

In order to foster memory, thinking, and reasoning skills, students were encouraged to verbalize their experiences. They also used manipulative toys and sang. After going on a trip, children spoke about what they saw, and the teacher wrote it on an experience chart.

The classrooms had discrete learning centers, including centers for science, sand and water play, household chores, blocks, reading, audio, cooking, and arts and crafts. Each class also had a menagerie with many kinds of animals, including fish, frogs, turtles, snails, crabs, and insects.

In order to reinforce listening and speaking skills, every morning the children discussed their experiences, the weather, holidays, and current events. Students shared stories, books, games, and songs with each other. In each area of social and academic development, all the students made progress.

The project met its social/academic development objective.

- At least 90 percent of participating pre-kindergarten children will make appropriate progress in each of the following areas: arts, communication arts, health education, mathematics, music, physical education, science, and social studies, as measured by teacher logs, checklists, and monthly reports.

Art was an important part of the day for project participants. Students painted, modeled clay and Play Dough, cut and folded paper, and made collages. The children's work was prominently displayed around the classroom.

In order to enhance learning in communication arts, the class used storyboards, from which the children read, wrote, and told each other stories.

In health education, students and teachers discussed personal hygiene, nutrition, and environmental issues.

All children learned to count in both English and Chinese. Cuisinaire rods and other manipulatives were used to foster skills in mathematics. When discussing birthdays, age, the calendar, and attendance, mathematical concepts were addressed. Students estimated the weight of objects and used a balance scale for actual measurement.

Music was played in the classroom throughout the day and was an important part of the learning process. Students sang, danced, and marched to the music. The teacher played a keyboard, and children had rhythm instruments.

Students engaged in physical education daily in the indoor gym or the schoolyard. They performed gymnastics, played with hula hoops and bean bags, and participated in other group activities.

Science topics were discussed as children used the sand and water centers. Science activities also included caring for the classrooms' many animals, planting seeds, and making observations of the plants as they grew.

Children learned about the community while taking walks around the neighborhood. The class made a map of where the children lived and looked for classmate's residences as they walked. Participants visited the New York Aquarium, the Children's Zoo in Central Park, and a farm. Chinese and American cultures were discussed at every opportunity and were used as themes for art created by the children.

In each area covered by the objective, all of the students made progress.

The project met the objective for progress in content areas, arts, health education, and physical education.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of reading-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

Objects in the classrooms were labeled in both English and Chinese. Students would retell stories after project staff read to them. Virtually all students recognized the letters of the alphabet and, in some cases, the sounds of the letters. The children were able to identify their own as well as other children's names. By the end of the year, most were able to write their own name.

The project met the objective for demonstration of reading-related skills.

- At least 50 percent of participating pre-kindergarten children will demonstrate a level of mathematics and problem solving-related skills equal to or greater than that of their non-LEP classmates, as measured by end-of-year teacher-developed assessment procedures.

- At least 90 percent of participating pre-kindergarten children will improve their ability to develop their thinking skills, solve problems, and do creative work, as measured by teacher logs, checklists, monthly reports, and Student Product Assessment Forms.

At the conclusion of the school year, most students could recognize numerals and were able to count to ten, and some could count to 20. Problem-solving and thinking skills were taught through a variety of activities, including cooking and building with blocks and LEGOS.

The project met its objectives for demonstration of mathematics and problem-solving and thinking skills.

- At least 90 percent of participating pre-kindergarten students will improve their knowledge of and attitudes toward their own and other cultures, as measured by classroom instruments and teacher observations.

Project students celebrated various ethnic holidays throughout the year. Stories and poems from different cultures were integrated into the curriculum. Parents were present in the classroom on a regular basis and provided insight into different cultures. Assemblies were held at which students learned African stories and songs and Chinese dance movements.

The project director reported that all of the students made progress in cultural awareness.

The project met the objective for increased cultural awareness.

Programming at Kindergarten and First Grade Levels

The project proposed the following objectives for students in kindergarten and first grade:

- At least 90 percent of students who have been in the program for two years will attain dual language proficiency.

At the kindergarten level, dual language proficiency was defined as obtaining a score of 18 in both Chinese and English on the project-developed checklist. Eighty percent of the kindergarten students were found to be dual-language proficient.

The project, therefore, did not meet its dual language objective for kindergarten. The criterion for dual language proficiency may have been unrealistic and should be reexamined.

- At least 80 percent of the students (first grade) who have been in the program for three years will have attained dual language proficiency.

For these children, dual language proficiency was defined as obtaining a score of 24 in both Chinese and English at the first grade level. Seventy-one percent of first grade students were found to be dual-language proficient according to this criterion.

The project did not meet its objective for first grade dual language proficiency. The criterion for dual language proficiency may be unrealistic and should be reexamined.

- At least 90 percent of students who have been in the program for two years will demonstrate improved native and second language literacy.

Twenty-four students had been in the project for at least two years. Of these students, 96 percent achieved perfect scores or showed improvement on the student checklist for native and second language literacy.

The project met its objective for improvement in native and second language literacy.

- At least 85 percent of the students (first grade) studying Chinese for three years will have improved their level of Chinese language skills, as demonstrated by a significant increase in scores on a staff-developed Chinese Language Arts Test, measured by a correlated *t*-test for significance of difference between pre- and posttest scores.

Five LEP first grade students had been in the project for three years. All of them showed improvement on the Chinese language skills section of the project-developed checklist.

The project met its objective for Chinese language skills in first grade.

- At least 80 percent of the participating students studying Chinese will have improved their level of Chinese language skills as demonstrated by a significant increase in scores on a staff-developed Chinese Language Arts Test, measured by a correlated t-test for significance of difference between pre- and posttest scores.

Eleven EP students had been in the project for at least two years. OREA used the Chinese language skills section of the checklist to measure their progress. One hundred percent of these students showed improvement in this area.

The project met its objective for increase of Chinese language skills.

- At least 75 percent of students participating for at least two years will significantly improve their second language oral proficiency, as measured by a pre/post comparison of language complexity scores on the English and Chinese versions of the Basic Inventory of Natural Language (BINL).

The BINL was not given, therefore OREA could not measure this objective as stated. However, OREA examined the students' scores from the Chinese and English Expressive Language and Articulation sections of the checklist. Of the 11 EP students and 13 LEP students who had been in the project for at least two years, 100 percent improved, or maintained already perfect scores for this section of the checklist.

Although OREA could not measure this objective as stated, it should be noted that students showed improvement in Chinese and English expressive language and articulation according to the project-developed checklist.

- Participating LEP students will show improvement on the English language version of the LAB greater than that of a non-project comparison group.
- Participating students will improve their English language skills as demonstrated by a significant increase in scores on the LAB as measured by a correlated *t*-test for significance between pre- and post-test scores converted into Normal Curve Equivalent (N.C.E.) units.

Eighteen students took both the pre- and posttest of the LAB. They showed a mean gain of 17.44 N.C.E.s (s.d.= 17.4), which was statistically significant (t=4.25, p<.05).

The project met both its objectives for E.S.L.

- At least 80 percent of the students (first grade) who have completed the Reading Recovery Program will test at or above grade level on the citywide reading test (CAT).

The Degrees of Reading Power (D.R.P.) test is currently used in New York City to assess reading skills. However, neither the D.R.P. nor the CAT in reading are given until second grade, therefore this objective is not measurable as stated.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THOROUGH PROJECT

Mainstreaming

By definition, a developmental bilingual education program such as this one does not have mainstreaming; participating students remain in the program for its duration.

Attendance

The International Academy for Bilingual Education and Bicultural Studies did not propose any objectives for attendance. Project students had an 85 percent attendance rate, as compared to a 93 percent mainstream rate.

STAFF DEVELOPMENT OUTCOMES

- At least 80 percent of participating teachers and paraprofessionals will demonstrate an increased knowledge of project content and methodology, as measured by pre- and post-training questionnaires.

- At least 80 percent of participating teachers and paraprofessionals will improve their ability to use project content and methodology in a bicultural, bilingual educational setting, as measured by pre- and post-questionnaires and by structured classroom observations by the Project Director and an independent evaluator.

According to the questionnaires developed and distributed by OREA, 100 percent of participating staff increased their knowledge of project content and methodology and improved their abilities in these areas.

The project met its staff development objectives for knowledge of project content and methodology and improvement of abilities.

- The staff of the International Academy (teachers and paraprofessionals) will find satisfactory for use with their International Academy students project adapted and developed curricula as measured by a questionnaire.

The project director indicated that staff were committed to the concept of dual language instruction and were satisfied with the curricula provided by the project.

The project met its objective for staff satisfaction with curricula.

PARENTAL INVOLVEMENT OUTCOMES

- A minimum of 60 percent of parents of participating International Academy students will have participated in a minimum of three parent activities as measured by attendance records for parental involvement activities.

Ninety percent of parents participated in a Chinese New Year celebration, 60 percent participated in an Easter egg hunt, and 85 percent participated in Chinese and African cultural activities.

Parents also attended meetings throughout the year. These meetings included those of the PAC and P.T.A., an open-school meeting, parental conferences, and child development discussions. The New York Telephone Company and N.Y.U. Dental School also offered meetings outlining their services.

The project met its objectives for parental participation in activities.

- At least 60 percent of the parents of participating students will have demonstrated a satisfactory level of understanding of and participation in their children's education, as measured by a parent checklist in English and Chinese, and by teachers' reports.

The project director reported that parents demonstrated a satisfactory level of understanding and participation in their children's education.

The project met its objective for parental understanding and participation.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The International Academy for Bilingual Education and Bicultural Studies met all its pre-kindergarten objectives for social and academic development, content areas, arts, health education, physical education, and multicultural awareness. For kindergarten and first grade, the project did not meet its dual language objectives but met its objectives for E.S.L. (using the LAB), and for Chinese language arts, and improvement in native and second language literacy. The objectives for second language oral proficiency and reading could not be measured as they were stated. The project met its objectives for staff development and parental involvement.

MOST AND LEAST EFFECTIVE COMPONENTS

The International Academy for Bilingual Education and Bicultural Studies was successful in providing students with a nurturing environment for facilitating the achievement of English for LEP students and Chinese for EP students. Staff and parental components were well received.

The International Academy for Bilingual Education and Bicultural Studies benefited students academically and also increased their awareness of their own and other cultures. Teachers of participating students improved their teaching techniques by attending various workshops. Parents of participating students also benefited from the program by participating in activities.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

Based on the findings of this evaluation, the following recommendations are made to the project:

- Examine the reasons why students did not achieve dual language proficiency. Adjust the criterion score on the checklist reflect students' progress realistically.

- Ensure that the testing instruments called for in the objectives are actually used.

INTERNATIONAL ACADEMY
STUDENT CHECKLIST (PRE-K THROUGH 2)

CHILD'S NAME: _____ PRESENT CLASS: _____
DATE OF BIRTH: _____ YEARS IN PROGRAM: _____
NATIVE SPEAKER OF: _____ DATE OF CHECKLIST: _____

(SCORING : 2=OFTEN 1=NOT YET)

1. RECEPTIVE LANGUAGE	[CHINESE]	[ENGLISH]
FOLLOWS SIMPLE DIRECTIONS	02 01	02 01

SUBTOTAL: RECEPTIVE LANGUAGE (ENGLISH) = _____
SUBTOTAL: RECEPTIVE LANGUAGE (CHINESE) = _____

2. EXPRESSIVE LANGUAGE AND ARTICULATION	[ENGLISH]
SPEAKS CLEARLY	02 01
EXPRESSES THOUGHTS UNDERSTANDABLY	02 01
USES SIMPLE SENTENCES	02 01
ENGAGES IN CONVERSATION WITH ADULTS AND/OR PEERS	02 01
RETELLS SIMPLE STORY IN SEQUENCE	02 01
RELATES AN EXPERIENCE, EVENT, OR STORY IN OWN WORDS	02 01

SUBTOTAL: EXPRESSIVE LANGUAGE AND ARTICULATION (ENGLISH) = _____

3. COGNITIVE DEVELOPMENT & LANGUAGE SKILLS	[ENGLISH]
ASSOCIATES LETTERS OF THE ALPHABET WITH THEIR SOUNDS	02 01
RECOGNIZES INITIAL SOUNDS & LETTERS IN WORDS	02 01
RECOGNIZES FINAL SOUNDS & LETTERS IN WORDS	02 01
USES INVENTIVE SPELLING	02 01
RECOGNIZES LETTERS OF THE ALPHABET (UPPER CASE)	02 01
RECOGNIZES LETTERS OF THE ALPHABET (LOWER CASE)	02 01
WRITES UPPER CASE LETTERS	02 01
WRITES LOWER CASE LETTERS	02 01
USES CONVENTIONAL SPELLING	02 01
FINDS OWN TOPICS FOR WRITING	02 01
WRITES SIMPLE STORIES WITH MINIMAL ASSISTANCE FROM ADULTS	02 01

SUBTOTAL: COGNITIVE DEVELOPMENT & LANGUAGE SKILLS (ENGLISH) = _____

4. EXPRESSIVE LANGUAGE AND ARTICULATION	[CHINESE]
SPEAKS CLEARLY	02 01
EXPRESSES THOUGHTS UNDERSTANDABLY	02 01
USES SIMPLE SENTENCES	02 01
ENGAGES IN CONVERSATION WITH ADULTS AND/OR PEERS	02 01
RETELLS SIMPLE STORY IN SEQUENCE	02 01
RELATES AN EXPERIENCE, EVENT, OR STORY IN OWN WORDS	02 01

SUBTOTAL: EXPRESSIVE LANGUAGE AND ARTICULATION (CHINESE) = _____

5. COGNITIVE DEVELOPMENT & LANGUAGE SKILLS	[CHINESE]
WRITES BASIC STROKES	02 01
RECOGNIZES NUMERALS	02 01
WRITES NUMERAL ( )	02 01
RECOGNIZES SIMPLE CHARACTERS	02 01
WRITES SIMPLE CHARACTERS	02 01
RECOGNIZES COMPLEX CHARACTERS	02 01
WRITES COMPLEX CHARACTERS	02 01
WRITES PHRASES	02 01
WRITES SENTENCES	02 01
FINDS OWN TOPICS FOR WRITING	02 01
WRITES SIMPLE STORIES WITH MINIMAL ASSISTANCE FROM ADULTS	02 01

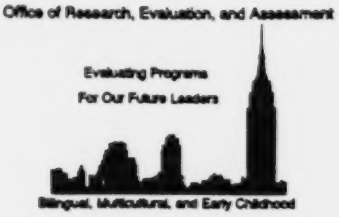
SUBTOTAL: COGNITIVE DEVELOPMENT & LANGUAGE SKILLS (CHINESE) = _____

CHECKLIST TOTALS:	ENGLISH	CHINESE
RECEPTIVE LANGUAGE	_____/	_____
EXPRESSIVE LANGUAGE AND ARTICULATION	_____/	_____
COGNITIVE DEVELOPMENT AND LANGUAGE SKILLS	_____/	_____
TOTALS:	_____/	_____

BEST COPY AVAILABLE

APPENDIX B
Staff Questionnaire

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490


Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

STAFF DEVELOPMENT QUESTIONNAIRE

9 7
1 2

Project: **International Academy for Bilingual Education and Bicultural Studies**

Directions: Please write "Y" for Yes, "N" for No in the boxes at the right.

1. As a result of participating in the workshops given during the 1992-93 school year, did you increase your knowledge of project content and methodology?

☐ 3

2. Did you improve your ability to use project content and methodology in a bicultural, bilingual educational setting?

☐ 4

THANK YOU.

APPENDIX C
Data Collection and Evaluation System

Date Section Completed:_____

SECTION 1: PROJECT IDENTIFICATION DATA

Section 1 contains descriptive information on this project. Please complete items 1-9.

1. Grant number: T003C0032

2. Type of project (check one):

Transitional Bilingual Education	_____
Special Alternative	_____
Developmental	X
Special Populations	_____

3. Years of project under this Title VII grant: 1 2 (3) 4 5

4. Name of project: International Academy of Bilingual and Bicultural Studies

5. School district: Community School District #2

   Address: 330 West 18 Street NYC 10011

   PS 1 Man.

   8 Henry Street NYC 10038

6. Project director: Ms. Marguerite Straus (Principal)

7. Phone number: (212) 267-4133

8. Title VII grant award to nearest dollar amount in current fiscal year:
   $144,000.—

9. Amount of Title VII support expended for evaluation in current fiscal year:
   $2,000.—

Date Section Completed:_____

SECTION 2: DISTRICT AND SCHOOL INFORMATION

Directions for Section 2-a: District Information.

Section 2-a contains information on district demographics. The information requested in questions 1-4 is required by the Title VII legislation.

1. Number of all children enrolled in programs conducted by the LEA (i.e., total public school enrollment) [7021(c)(2)(A)]:
   Number of children: 30356
   Date data collected: _____

2. Number of limited English proficient (LEP) children enrolled in public and private schools in the district [7021(c)(2)(C)(i)]:

	PUBLIC	PRIVATE
Number of LEP children	3664	_____
Date data collected	4/93	_____

3. Method used to determine the number of limited English proficient children enrolled in public and private schools [Leg. Sec. 7021(c)(2)(C)(ii)]:

   PUBLIC: LAB

   PRIVATE: _____

4. The number of children who are receiving instruction through this Title VII project [7021(c)(2)(F)]:

   Limited English Proficient (LEP): 41
   Language Minority English Proficient (EP): 23
   English Language Background English Proficient (EP): _____

The information requested in questions 5-9 is not required by the Title VII legislation but is recommended to provide an accurate picture of the project setting.

5. Number of schools in district: 29

6. Type of geographic area (check all that apply):

Rural	
Suburban	
Urban	✓

7. Student racial/ethnic distribution in district (in percents):

American Indian or Alaskan Native (e.g., Eskimo, Aleut)	.5
Asian/Pacific Islander	33.8
Hispanic	22.4
Black, other than Hispanic	14.4
White, other than Hispanic	29.1
TOTAL	100%
Date Data Collected	

8. Percent of district K - 12 student population from low income families: 54
Date data collected:

Definition of low income (check all that apply):

School lunch program	✓
Aid to Families with Dependent Children (AFDC)	
Other	

9. Number of student attendance days in current school year:

Directions for Section 2-b: School Information.

Section 2-b contains information on school demographics for those schools that participate in this Title VII project. This information should be provided to describe your project accurately. Please fill out a separate form for each school in your district with Title VII project students.

1. School name: PS 1 Man.

2. Type of geographic area:

Rural	
Suburban	
Urban	✓

3. Number of children in the school: 622

4. Student racial/ethnic distribution (in percents):

American Indian or Alaskan Native (e.g., Eskimo, Aleut)	
Asian/Pacific Islander	70%
Hispanic	16%
Black, other than Hispanic	13%
White, other than Hispanic	1%
TOTAL	100%

5. Percent of student population from low income families:

Definition of low income (check all that apply):	
School lunch program	✓
Aid to Families with Dependent Children (AFDC)	
Other	✓

6. Number of limited English proficient children enrolled:

7. Number of children who are receiving instruction through this Title VII project:

Limited English Proficient (LEP)	
Language Minority EP	
English Language Background EP	

Date Section Completed: _____

SECTION 3: STUDENT SELECTION INFORMATION

Section 3 contains information regarding selection of Limited English Proficient (LEP) and English Proficient (EP) students for participation in this Title VII developmental program.

Requirements:

1. The Secretary reviews applications based, in part, on the extent to which the applicant has identified the needs of the LEP students to be served in the program, including the lack o proficiency of the LEP children in speaking, writing, and understanding the English language; and the degree of proficiency of the LEP children in their native language and in other courses or subjects of study [Reg. Sec. 501.31 (a)(1)(i)-(ii)].

2. Reliability and objectivity of the method used to identify needs of the LEP students to be served in the program [Reg. Sec. 501.31(a)(2)].

Directions for Worksheet 3.1: LEP and EP Student Selection Procedures. Check the appropriate space(s) to indicate which assessment procedure(s) were used to determine selection into the Title VII developmental project for LEP and EP students. Only check selection criteria that are employed by your project.

Worksheet 3.1
LEP and EP Student Selection Procedures

Selection Procedures / Instruments	STUDENT CATEGORY LEP	EP
a. Home Language Survey	X	X
b. English language proficiency		
(1) Oral		
(2) Reading		
(3) Writing		
c. Native (non-English) language proficiency		
(1) Oral		
(2) Reading		
(3) Writing		
d. Academic Achievement in English in math, science or social studies		
e. Academic achievement in a non-English language in math, science or social studies		
f. Teacher recommendations	X	X
g. Parent recommendation	X	X
h. Other: _____		

Directions for Worksheet 4.3: Staff Information Addendum. In this worksheet staff refers to staff, other than teachers, who spend less than 50 percent of their time with Title VII students. Please indicate number of other staff working with Title VII students. Leave blank if not applicable.

Worksheet 4.3
Staff Information Addendum

Position	Number
School Psychologist	
Counselor (Guidance)	✓
Instructional Specialist	
Community Liaison	
Computer Technician	
Materials Developer	
Resource Teacher	
Other_____	

Date Section Completed: _____

SECTION 5: INSTRUCTIONAL PROGRAM INFORMATION

Directions for Worksheet 5.1: Percent and Amount of Time in Native (Non-English) and English Instruction. For each subject area you list, indicate for both LEP and EP students, the number of students, percent of instruction through the native (non-English) language and through English and hours per week of instruction in that subject area.

Grade level PRE-K, K, 1

Worksheet 5.1
Percent and Amount of Time in Native (Non-English) and English Instruction

Subject Area		Number of Students	Percent Instruction		Hours Per Week In Each Subject
			Through Native Language	Through English	
PRE-K	LEP	10	50%	50%	
	EP	6	50%	50%	
	LEP				
	EP				
KINDERGARTEN	LEP	16	50%	50%	
	EP	10	50%	50%	
	LEP				
	EP				
FIRST GRADE	LEP	12	50%	50%	
	EP	13	50%	50%	
	LEP				
	EP				

Subject areas included in inter-disciplinary umbrella (if applicable): _____

Worksheet 5.4
Pedagogical Method & Techniques Information

STAFF I.D. #	PRIMARY PEDAGOGICAL METHOD USED	PRIMARY PEDAGOGICAL TECHNIQUE USED	AVERAGE PERCENT OF SCHOOL DAY SPENT ON BILINGUAL EDUCATION				
			INDIVIDUAL PLANNING	PEER CONSULTATION	TEACHING	OTHER	TOTAL
100	Cooperative Learning	Whole Lang.	45 min.	daily/on going basis	100%		100%
105	↓	↓	↓	↓	↓		↓
110							
115							
117							

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1992-93 Grade: Pre K Language Proficiency Group (Circle One): (LEP) EP

(1) STUDENT I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) NH Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) NA Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
251010641	7-17-88	API	Chinese	E	1 (PK)							Yes		182
251010625	12-20-88	"	"	"								"	153	
251010823	5-30-88	"	"	"								"	138	
251010591	5-28-88	"	"	"								"	141	
251010757	10-21-88	"	"	"								"	143	
251010799	11-15-88	"	"	"								"	114	
251010583	11-28-88	"	"	"								"	87	
251010807	4-26-88	"	"	"								"	76	
251010682	5-30-88	"	"	"								"	141	
251010666	7-26-88												76	↓
* 251-710-955	9-14-87	"	"	"	—							NO	28	3.
* 251-012-035	2-26-88	"	"	"	—							NO	61	47
TOTAL														

* New admit as of 5/93
* New admit as of 3/5/93

BEST COPY AVAILABLE

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1992-93 Grade: Pre-K Language Proficiency Group (Circle One): LEP (EP)

	(1) STUDENT I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) NA Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
	2510107 40	5-23-88	H	English	E	1 (PK)							Yes	134	15.2
*	2510117 14	4-9-88	API	"	"	$	1						"	97	
	2510106 09	4-29-88	"	"	"	1							"	134	
	2510107 81	11-7-88	"	"	"	1							"	140	
	2510107 16	2-19-88	"	"	"	1							"	132	
	2510108 15	7-16-88	H	"	"	1							"	114	

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1992-93 Grade: K Language Proficiency Group (Circle One): LEP (EP)

(1) STUDENT I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) NA Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
251002838	11-21-87	E	ENGLISH	E	2 years							Yes		182
249375833	7-31-87	"	"	"	"							"	164	
251005781	11-22-87	H	"	"	"							"	127	
249376328	12-17-87	API	"	"	"							"	164	
249316310	7-14-87	H	"	"	2 years							"	139	
251014106	4-1-87	E	"	"	"							"	137	
249376062	5-11-87	API	"	"	"							"	160	
250975067	9-26-87	"	"	"	"							"	173	
249375814	12-17-87	E	"	"	"							"	165	
249376260	12/1/87	H	"	"	2 years							"	145	
249376252	7-2-87	B	"	"	2 years							"	166	
251016853	10-9-87	E	"	"	"	✓						"	14	
249375734	1-27-87	E	"	"	"				•			"	148	
* 247561431	8-25-86		"									"	164½	✓
					TOTAL									

transferred to K-2 on March 23, 93

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1992-93 Grade: K Language Proficiency Group (Circle One): (LEP) EP

(1) STUDENT I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) NA Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
24309631	2-27-87	API	Chinese	E	2 years							Yes	155	182
24937635	8-10-87	"	"	"	2 years							"	151	
24937610	8-14-87	"	"	"	"							"	173	
24937633	8-2-87	"	"	"	2 years							"	169	
25097510	12-23-87	"	"	"	"							"	158	
24937594	9-1-87	"	"	"	"							"	173	
24937572	1-23-87	"	"	"	"							"	171	
~~24937~~ 0062														
24937628	5-30-87	API	"	"	2 years							"	162	183
25097713	6-26-87	"	"	"	"							"	143	
24937613	12-27-87	"	"	"	2 years							"	174	
24937603	9-15-87	"	"	"	"							"	164	
24937647	7-20-87	"	"	"	2 years				•			"	173	
24937645	7-10-87	"	"	"	2 years							"	152	
25101923	8-16-87	"	"	"	"							NA	96	113
*25102252	11-23-86												80	83
					TOTAL									

* from K313 - ~~March 1/93~~ March 1st, 93

53

54

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1992-93 Grade: 1 Language Proficiency Group (Circle One): (LEP) EP

(1) STUDENT I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) NA Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
247-568-322	12-3-86	API	Chinese	E	3 years							Yes	179	181
247-568-207	10-14-86	"	"	"	"							"	168	
247-568-892	4-26-86	"	"	"	3 years							"	159	
247-567-902	12-3-86	"	"	"	3 years							"	173	
247-568-389	7-20-86	"	"	"	"							"	178	
247-567-969	11-16-86	"	"	"	3 years							"	173	
247-567-720	6-17-86	H	Spanish/English	"	3 years							"	164	
249-513-680	8-30-86	"	"	"	"							"	162	171
251-008-322	6-13-86	API	Chinese	"	3 years							"	180	182
251-013-868	9-3-86	"	"	"	"	✓						"		
243-077-581	1-28-86	"	"	"	"							"	179	
250-976-248	3-15-86	"	"	"	"							"	180	
* 245-724-463	6-20-86	"	"	"	"				•				28	32
→ 252-665-936	4-28-86	"	"	"	"								161	171
					TOTAL									

* New admit 5/13/93
→ New admit 12/14/93

Worksheet 6.1
Student Information and Non-Test Data

Project Group

Project Year: 1992-93 Grade: 1 Language Proficiency Group (Circle One): LEP (EP)

(1) STUDENT I.D. #	(2) Birth Date	(3) Racial/ Ethnic Background	(4) Language Background	(5) SES	(6) Years of Education Completed	(7) Left Project	(8) Retained in Grade	(9) Dropped Out	(10) Special Education Ref. & Placement	(11) Gifted & Talented Program Ref. & Placement	(12) Enrollment in Post-Sec. Educ. Instit.	(13) Part. at Least 100 Days	(14) Number Days Attended	(15) Number Days Enrolled
252-048-376	1-28-86	H	English	E	3 years	✓						Yes		~~18~~
250-479-531	1-28-86	API	Chinese	"	"							"	179	18
247-567-563	5-14-86	"	"	"	3 years							"	176	
247-567-444	2-10-86	"	"	"	3 years							"	174	
247-567-886	7-28-86	H	English/Spanish	"	3 years							"	167	
247-567-894	2-4-86	API	Chinese	"	3 years							"	178	
247-567-670	7-11-86	H	Spanish	"	3 years							"	155	
247-567-571	4-11-86	API	Chinese	"	3 years							"	176	
247-568-777	11-01-86	"	"	"	"							"	171	
247-568-280	2-11-86	"	"	"	"							"	171	
247-567-647	8-14-86	"	"	"	3 years							"	174	
247-567-985	4-23-86	"	"	"	3 years							"	172	
250-971-033	9-8-86	"	"	"	3 years				•			"	177	
				TOTAL										

11

(44)

Worksheet 7.1

Pretest and Posttest Data Record - Project Group

GRADE K LANGUAGE PROFICIENCY GROUP (Circle One): LEP (89) NAME OF TEST: Language Assessment Battery

SUBJECT AREA: LANGUAGE OF TEST: English

(1)	(2)	(3)				(4)	(5)	(6)	(7)				(8)	(9)
STUDENT I.D. NUMBER	NUMBER OF YEARS IN PROJECT	PRETEST SCORE RAW	PRETEST SCORE SCALE*	PRETEST DATE TAKEN	PRETEST LEVEL /FORM	PRE-TESTED LATE	ESTIMATED PRETEST SCORE	ESTIMATED POSTTEST SCORE IF PRETESED LATE	POSTTEST SCORE RAW	POSTTEST SCORE SCALE*	POSTTEST DATE TAKEN	POSTTEST LEVEL /FORM	POST-TESTED EARLY	ESTIMATED POSTEST SCORE
251-002-838		NOT TESTED			Level I/Form B/Short Form									
249-375-833		22		9/89										
251-005-781		NOT TESTED												
249-376-328		22		9/89										
249-376-310		21		9/89										
251-014-106		NOT TESTED												
249-376-062		21		9/89										
250-975-067		20		9/89										
249-375-874		21		9/89										
249-376-260		NOT TESTED												
249-376-252		19		9/89										
251-016-853		NOT TESTED												
249-375-734	NEW ADMIT													

* Scale scores are given different names by different test publishers. These names include standard scores, expanded standard scores, Achievement Development Scales Scores converted scores, and Growth-Value Scores. All of them refer to specially constructed scales that span the various levels of a particular test and thus provide a vehicle for converting raw scores on various forms and levels of a test to a common score base or metric.

* NOT TESTED — BASED ON LANGUAGE HOME SURVEY

BEST COPY AVAILABLE

(#)

Worksheet 7.1

Pretest and Posttest Data Record - Project Group

GRADE 1 LANGUAGE PROFICIENCY GROUP (Circle One): LEP (FEP) NAME OF TEST: Language Assessment Battery

SUBJECT AREA: _____ LANGUAGE OF TEST: English

(1)	(2)	(3)				(4)	(5)	(6)	(7)				(8)	(9)
STUDENT I.D. NUMBER	NUMBER OF YEARS IN PROJECT	PRETEST SCORE RAW	PRETEST SCORE SCALE*	PRETEST DATE TAKEN	PRETEST LEVEL /FORM	PRE-TESTED LATE	ESTIMATED PRETEST SCORE	ESTIMATED POSTTEST SCORE IF PRETESED LATE	POSTTEST SCORE RAW	POSTTEST SCORE SCALE*	POSTTEST DATE TAKEN	POSTTEST LEVEL /FORM	POST-TESTED EARLY	ESTIMATED POSTEST SCORE
252-048-376	Discharged 4-14-93				Level I/Form B/SHORT FORM									
250-979-531		35		9/92										
247-567-563		78		"										
247-567944		78		"										
247-567-886		58		"										
247-567-894		34		"										
247-567-670		58		"										
247-567-571		34		"										
247-568-777		43		"										
247-568-280		58		"										
247-567-647		45		"										
247-567-985		58		"										
250-971-033		93		"										

* Scale scores are given different names by different test publishers. These names include standard scores, expanded standard scores, Achievement Development Scales Scores converted scores, and Growth-Value Scores. All of them refer to specially constructed scales that span the various levels of a particular test and thus provide a vehicle for converting raw scores on various forms and levels of a test to a common score base or metric.

BEST COPY AVAILABLE

Worksheet 7.1

Pretest and Posttest Data Record - Project Group

PAGE 1 LANGUAGE PROFICIENCY GROUP (Circle One): LEP EP NAME OF TEST: Language Assessment Battery

SUBJECT AREA: LANGUAGE OF TEST: English

(1)	(2)	(3)				(4)	(5)	(6)	(7)				(8)	(9)
STUDENT ID NUMBER	NUMBER OF YEARS IN PROJECT	PRETEST SCORE RAW	PRETEST SCORE SCALE*	PRETEST DATE TAKEN	PRETEST LEVEL /FORM	PRE-TESTED LATE	ESTIMATED PRETEST SCORE	ESTIMATED POSTTEST SCORE IF PRETESED LATE	POSTTEST SCORE RAW	POSTTEST SCORE SCALE*	POSTTEST DATE TAKEN	POSTTEST LEVEL /FORM	POST-TESTED EARLY	ESTIMATED POSTEST SCORE
247-568 322		1		9/9v	Level	I/Form B/ Short Form								
247-568-207		25		"										
247-568 892		1		"										
247-567-902		1		"										
247-568-389		32		"										
247-567-969		25		"										
247-567-720		27		"										
249-513-680		28		"										
251-008-322		0		"										
251-013-868		27		"										
243-097-581		25		"										
250-976-248		24		"										

* Scale scores are given different names by different test publishers. These names include standard scores, expanded Standard scores, Achievement Development Scales Scores converted scores, and Growth-Value Scores. All of them refer to specially constructed scales that span the various levels of a particular test and thus provide a vehicle for converting raw scores on various forms and levels of a test to a common score base or metric.

(#)

Worksheet 7.1

Pretest and Posttest Data Record - Project Group

GRADE K LANGUAGE PROFICIENCY GROUP (Circle One): (LEP) EP NAME OF TEST: Language Assessment Battery

SUBJECT AREA: LANGUAGE OF TEST: English

(1)	(2)	(3)				(4)	(5)	(6)	(7)				(8)	(9)
STUDENT I.D. NUMBER	NUMBER OF YEARS IN PROJECT	PRETEST SCORE RAW	PRETEST SCORE SCALE*	PRETEST DATE TAKEN	PRETEST LEVEL /FORM	PRE-TESTED LATE	ESTIMATED PRETEST SCORE	ESTIMATED POSTTEST SCORE IF PRETESED LATE	POSTTEST SCORE RAW	POSTTEST SCORE SCALE*	POSTTEST DATE TAKEN	POSTTEST LEVEL /FORM	POST-TESTED EARLY	ESTIMATED POSTEST SCORE
243-097-631		9		9/92	Level	I/	FORM B/	SHORT FORM						
249-376-351		19		"										
249-376-104		14		"										
249-376-336		18		"										
250-975-109		16		"										
249-375-940		19		"										
249-375-726		3		"										
249-376-286		15		"										
250-977-139		18		"										
249-376-138		19		"										
249-376-013		8		"										
249-376-476		4		"										
249-376-450		10		"										

* Scale scores are given different names by different test publishers. These names include standard scores, expanded standard scores, Achievement Development Scales Scores converted scores, and Growth-Value Scores. All of them refer to specially constructed scales that span the various levels of a particular test and thus provide a vehicle for converting raw scores on various forms and levels of a test to a common score base or metric.

251-019-238

...ojects will use non-standardized measures to evaluate project students' ... Such measures include writing samples, reading samples, emergent reading skills checklists, and criterion-referenced tests. If applicable to your project, please fill in the following information for the alternative measure you wish to report.

In column 1, enter student I.D. numbers. These will be the same as reported in Section B.
In column 2, indicate the prescore the student received and the date the prescore was obtained. Please report prescores in whole numbers.
In column 3, do the same for postscores.

Grade Level: Pre-K (LEP) Language Group: English-Chinese
Subject Area:
Kind of Measure (i.e. reading sample, writing sample, criterion-referenced test):

Skills Assessed by this Measure: Proficiency of Languages
Kind of Score Reported (i.e., percentile, number of objectives completed, raw score):

Range of Scores: 0/0 to 36/36
Score Indicating Mastery: 10/10 (Eng/Chinese)

Worksheet 7.4
Qualitative Measures

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST SCORE	(3) POST TEST DATE
251-010-641	0/2	10/92	12/8	6/93
251-010-625	0/6	"	6/12	"
251-010-823	0/2	"	14/14	"
251-010-591	0/6	"	14/14	"
251-010-757	0/4	"	10/16	"
251-010-799	6/0	"	16/2	"
251-010-583	0/6	"	12/12	"
251-010-807	2/10	"	Disch. 3/30/93	
251-010-682	0/6	"	4/10	6/93
251-010-666	0/6	"	6/12	"
251-012-035	0/8	3/93	4/12	"

BEST COPY AVAILABLE

...ions for completing Worksheet 7.4 Qualitative Measures

...e projects will use norm-standardized measures to evaluate project student ... such tests as ... slide writing samples, reading samples, emergent reading skills checklists, and criterion-referenced tests. If applicable to your project, please fill in the following information for ... alternative measure you wish to report.

In column 1, enter student I.D. numbers. These will be the same as reported in Section E.
In column 2, indicate the prescore the student received and the date the prescore was obtained. Please report prescores in whole numbers.
In column 3, do the same for postscores.

Grade Level: Pre-K (EP) Language Group: English/Chinese
Subject Area: _____
Kind of Measure (i.e. reading sample, writing sample, criterion-referenced test): _____
Skills Assessed by this Measure: Proficiency of Languages
Kind of Score Reported (i.e., percentile, number of objectives completed, raw score): _____
Range of Scores: _____
Score Indicating Mastery: _____

Worksheet 7.4
Qualitative Measures

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST SCORE	(3) POST TEST DATE
251010-740	10/0		16/0	6/93
251-011-714	6/0		~~Drop~~ Absent	since 4/5/93
251-010-609	2/0		10/0	6/93
251-010-781	10/0		16/10	"
251-010-716	8/0		16/2	"
251-010-815	6/0		10/0	"

BEST COPY AVAILABLE

...ne projects will use non-standardized measures to evaluate project student... (such as ... sample writing samples, reading samples, emergent reading skills checklists, and criterion-referenced tests. If applicable to your project, please fill in the following information ... alternative measure you wish to report.

In column 1, enter student I.D. numbers. These will be the same as reported in Section 6.
In column 2, indicate the prescore the student received and the date the prescore was obtained. Please report prescores in whole numbers.
In column 3, do the same for postscores.

Grade Level: Kindergarten (LEP) Language Group: English and Chinese
Subject Area: _____
Kind of Measure (i.e. reading sample, writing sample, criterion-referenced test): _____
Skills Assessed by this Measure: Proficiency of Languages
Kind of Score Reported (i.e., percentile, number of objectives completed, raw score): _____
Range of Scores: _____
Score Indicating Mastery: _____

Worksheet 7.4
Qualitative Measures

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST SCORE	(3) POST TEST DATE
243-097-631	0/10	10/92		
249-376-351	14/10	"		
249-376-104	2/6	10/92		
249-376-336	20/2	"		
250-975-109	0/0	10/92		
249-375-940	0/10	10/92		
249-375-726	0/6	10/92		
249-376-286	10/14	"		
250-977-139	2/8	10/92		
249-376-138	14/10	"		
249-376-013	0/0	10/92		
249-376-476	10/10	"		
249-376-450	6/10	"		
* 251-019-238	0/8	2/93		

* Entered program 1/93

BEST COPY AVAILABLE

...ections for completing Worksheet 7.4 ...should be followed:

...e projects will use nonstandardized measures to evaluate project students' ...include writing samples, reading samples, emergent reading skills checklists, and criterion-referenced tests. If applicable to your project, please fill in the following information for ...lternative measure you wish to report.

...column 1, enter student I.D. numbers. These will be the same as reported in Section 6.
...column 2, indicate the prescore the student received and the date the prescore was obtained. Please report prescores in whole numbers.
...column 3, do the same for postscores.

...ade Level: Kindergarten (EP) Language Group: English and Chinese
...bject Area:
...nd of Measure (i.e. reading sample, writing sample, criterion-referenced test):
...ills Assessed by this Measure: Proficiency of Languages
...nd of Score Reported (i.e., percentile, number of objectives completed, raw score):
...nge of Scores:
...core Indicating Mastery:

Worksheet 7.4
Qualitative Measures

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST SCORE	(3) POST TEST DATE
251-002-838	6/0	10/92	Discharged	2/4/93
249-375-833	12/4	10/92		
251-005-781	4/0	10/92		
249-376-328	8/10	"		
249-376-310	18/0	"		
251-014-106	12/0	11/92		
249-376-062	18/2	10/92		
250-975-067	12/4	10/92		
249-375-874	12/0	10/92		
249-376-260	4/0	"		
249-376-252	18/0	"		
251-016-853	8/0	12/92	Discharged	2/4/93
249-375-734	10/0	10/92		

BEST COPY AVAILABLE

...ject for supplemental assistant ... Qualitative Measures

...e projects will use non-standardized measures to evaluate project ... ...clude writing samples, reading samples, emergent reading skills ... and criterion-referenced tests. If applicable to your project, please fill in the following information for ... alternative measure you wish to report.

In column 1, enter student I.D. numbers. These will be the same as reported in Section 6.
In column 2, indicate the prescore the student received and the date the prescore was obtained. Please report prescores in whole numbers.
In column 3, do the same for postscores.

Grade Level: First Grade (LEP) Language Group: English and Chinese
Subject Area:
Kind of Measure (i.e. reading sample, writing sample, criterion-referenced test):
Skills Assessed by this Measure: Proficiency of Languages
Kind of Score Reported (i.e., percentile, number of objectives completed, raw score):
Range of Scores:
Score Indicating Mastery:

Worksheet 7.4
Qualitative Measures

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST SCORE	(3) POST TEST DATE
247-568-322	36/20	10/92	36/24	6/93
247-568 207	36/24	"		
247-568-892	36/24	"	36/26	"
247-567-902	34/22	"	36/24	"
247-568-389	36/24	"	36/24	"
247-567-969	36/11	"	36/24	"
247-567-720	36/7	"	36/17	"
249-513-680	36/7	"	36/18	"
251-008-322	15/32	"	26/28	"
251-013-868	17/24	"	Discharged	3/11/93
243-097-581	36/24	"	36/26	6/93
250-976-248	36/24	"	36/26	"
245-724 463			36/24	"
252-665-930	21/20	12/92	26/24	"

* New admit as of 5/93

BEST COPY AVAILABLE

...ections for implementing Section 7 Qualitative Measures

...e projects will use norm-referenced measures to evaluate project students' ... include writing samples, reading samples, emergent reading skills checklists, and criterion-referenced tests. If applicable to your project, please fill in the following information ... alternative measure you wish to report.

...column 1, enter student I.D. numbers. These will be the same as reported in Section 6.
...column 2, indicate the prescore the student received and the date the prescore was obtained. Please report prescores in whole numbers.
...column 3, do the same for postscores.

...ade Level: First Grade (EP) Language Group: English-Chinese
...bject Area:
...nd of Measure (i.e. reading sample, writing sample, criterion-referenced test):
...ills Assessed by this Measure: Proficiency of Languages
...nd of Score Reported (i.e., percentile, number of objectives completed, raw score):
...nge of Scores:
...core Indicating Mastery:

Worksheet 7.4
Qualitative Measures

(1) STUDENT I.D. NUMBER	(2) PRETEST SCORE	(2) PRETEST DATE	(3) POST TEST SCORE	(3) POST TEST DATE
252-048-376	36/1	10/92	Discharged	4/14/93
250-979-531	36/22	10/92	36/30	6/93
247-567-563	36/24	10/92	36/24	6/93
247-567-944	36/24	"	36/26	"
247-567-886	32/5	"	36/15	"
247-567-894	36/22	"	36/22	"
247-567-670	36/5	"	36/15	"
247-567-571	36/24	"	36/26	"
247-568-777	36/22	"	36/24	"
247-568-286	36/8	"	36/32	"
247-567-647	36/24	"	36/26	"
247-567-985	36/9	"	36/26	"
250-971-033	36/24	"	36/26	"

BEST COPY AVAILABLE

Staff Information Tables

Directions for Tables 4.1-4.13. Use Worksheet 4.1 — Staff Information, found in the Data Collection Plan — to fill in Tables 4.1 through 4.6. Use Worksheet 4.2 — Staff Training, also found in the Data Collection Plan — to fill in Tables 4.7 to 4.10. Use the teacher questionnaire found in Appendix A to fill in Tables 4.11 - 4.13.

For this section include the following staff only: Site administrators, all staff paid with Title VII funds, all teachers who work with Title VII students and staff other than teachers who work with Title VII students at least 50 percent of the time.

Directions for Table 4.1: Time on Title VII Project for Title VII Funded Staff. For each category of staff working with Title VII students (e.g., administrator, teacher), please indicate the total FTEs of staff whose salaries are funded by Title VII, and the actual number of such staff.

Paraprofessional Staff includes aides and tutors. "Other" refers to professional support staff including school psychologists, counselors, instructional specialists, community liaisons, computer technicians, material developers, and resource teachers.

Table 4.1
Time on Title VII Project For Title VII Funded Staff

Time Commitment and Number of Staff	Title VII Funded			
	Administrators	Teachers	Paraprofessional Staff	Other
1. FTEs				
2. Number of Staff			1.5	2

Please check staff listed in "Other" category.

___ Community Liaisons

___ Computer Technicians

___ Counselors

___ Instructional Specialists

___ Material developers

___ School psychologists

___ Resource teachers

✓ Other Community liason, resource specialist

Directions for Table 4.2: Time on Title VII Project for Non-Title VII Funded Staff. For each category of staff working with Title VII students (e.g. administrator, teacher), please indicate the total FTEs of staff whose salaries are not funded by Title VII and the actual number of such staff.

Paraprofessional Staff includes aides and tutors. "Other" refers to professional support staff such as school psychologists, counselors, instructional specialists, community liaisons, computer technicians, material developers, and resource teachers.

Table 4.2
Time on Title VII Project for Non-Title VII Funded Staff

Time Commitment and Number	Not Title VII Funded			
	Administrators	Teachers	Paraprofessional Staff	Other
1. FTE Staff				
2. Number of Staff		9	1	

Please check staff listed in "Other" category.

___ Community Liaisons

___ Computer Technicians

___ Counselors

___ Instructional Specialists

___ Material developers

___ School psychologists

___ Resource teachers

___ Other _____

BEST COPY AVAILABLE

Directions for Table 4.3: Percent of Salary Paid by Title VII Project. For each category of staff working with Title VII students (e.g., administrator, teacher) please indicate the number of staff paid by Title VII at different percentages of time.

Paraprofessional Staff includes aides and tutors. "Other" refers to professional support staff such as school psychologists, counselors, instructional specialists, community liaisons, computer technicians, material developers, and resource teachers.

Table 4.3
Percent of Salary Paid by Title VII Project

Percent of Salary Paid by Title VII	STAFF			
	Administrators	Teachers	Paraprofessional Staff	Other
1. Salary paid full time by Title VII				
2. Salary paid at least half time but not full time by Title VII				
3. Salary paid less than half time by Title VII Project but more than zero				
4. Salary not paid at all by Title VII project				

Please check staff listed in "Other" category.

___ Community Liaisons

___ Computer Technicians

___ Counselors

___ Instructional Specialists

___ Material developers

___ School psychologists

___ Resource teachers

___ Other _____

BEST COPY AVAILABLE

Worksheet 4.1
Staff Information

Staff I.D. #	(1) Position	(2) FTE On Project	(3) Salaries Paid by Title VII	(4) Proficiency in Student's Native (Non-English) Language	(5) Proficiency in English	(6) Years of Experience in Schools	(7) Years of School Experience with LEP Students
100	T	1.0	ZR	NS	CP/TP	7-10 YRS	7-10 YRS
104	O	1.0	FT	NS	CP	NA	NA
105	T	1.0	ZR FT	CP/TP	NS	16 YRS	16 YEARS
108	T	.2	ZR	CP	NS	30 YRS	30 YEARS
110	T	1.0	ZR FT	NS			
111	T	.2	ZR				
112	T	.2	ZR				
113	T	.2	ZR	NP			
114	T	.2	ZR	CP			
115	P	1.0	FT	NS	CP	1-3 YRS	1-3 YEARS
116	P	1.0	FT	NS			
117	P	1.0	ZR	NS			
118	O	1.0	FT	CP/TP	NS	7-10 YRS	7-10 YRS
119	T	.2	ZR	NS			

Note
In columns 1, 3, 4, and 5 place the appropriate letters from the preceding key.
In column 2, place the appropriate FTEs from the preceding key.
In columns 6-7, place the appropriate numbers from the preceding key.

78

77

Worksheet 4.2
Staff Training

Staff I.D. #	(8) Professional Certification or Endorsement	(9) Academic Preparation	(10) MAJOR FIELD OF STUDY: AA	(11) MAJOR FIELD OF STUDY: BA	(12) MAJOR FIELD OF STUDY: MA	(13) MAJOR FIELD OF STUDY: Doctorate or Other Professional Degree	(14) Training Related To Language-Minority Education, or Other (Specify)	(15) Non-Academic Experience Related to Language Minority Education
100	T	MA		36	35	-	college/ws/	TRAVEL
104	O	HS						
105	T	MA		36	36	-	" " "	
108	T	BA		9/36				TRAVEL
110	T	MA		20/35	36		college/ws/	
111	T							
112	T							
113	T	MA		15/10	36		ws/	10 yrs
114	T							
115	P	HS					ws	
116	P	HS					ws	TRAVEL
117	P	BA		17/20			" " "	TRAVEL
118	O	BA		35				
119	T	MA		35/36	36		" " "	

Note

In columns 8 and 9, place the appropriate letters from the preceding key.
In columns 10-15, place the appropriate numbers from the preceding key.

73

79

Directions for Table 4.4: Proficiency in Students' Native Language. For each category of staff working with Title VII students (e.g., administrators, teachers), indicate the number of staff with the following levels of proficiency in the native (non-English) languages of the students:

(1) Native Speakers

(2) No Proficiency: For non-native speakers, unable to speak, read, or write in student's native language;

(3) Communicative Proficiency: For non-native speakers, basic ability to communicate and interact socially in student's native language;

(4) Teaching Proficiency: For non-native speakers, ability to use LEP student's native language in teaching language arts or other academic subjects.

For each staff member indicate the highest level of proficiency only.

Table 4.4
Staff* Proficiency in Students' Native Language

Proficiency in Students' Native Language	Administrators	Teachers	Paraprofessional Staff	Other
1. Native Speaker		~~5~~ 3	3	2
2. No Proficiency		4		
3. Communicative Proficiency		4		
4. Teaching Proficiency		1		

* All staff working with Title VII students regardless of funding source.

BEST COPY AVAILABLE

Directions for Table 4.5: Proficiency in English. For each category of staff working with Title VII students (e.g., administrators, teachers), indicate the number of

(1) Native-English speakers.

Then indicate the number of non-native English speaking staff with the following levels of English proficiency:

(2) No Proficiency: Unable to speak, read, or write in English.

(3) Communicative Proficiency: Basic ability to communicate and interact socially in English.

(4) Teaching Proficiency: Able to use English in teaching language arts or other academic subjects.

For each staff member, indicate the highest level of proficiency only.

Table 4.5
Staff* Proficiency in English

Proficiency in English	Administrators	Teachers	Paraprofessional Staff	Other
1. Native English Speakers		4		1
Non-native English Speakers 2. No Proficiency				
3. Communicative Proficiency		4		
4. Teaching Proficiency		9	3	

* All staff working with Title VII students regardless of funding source.

BEST COPY AVAILABLE

Directions for Table 4.6: Years Teaching Experience. For teachers and aides in the Title VII project, indicate total years of teaching experience (not necessarily with LEP students). Of this total, indicate number of years of experience with LEP students.

Table 4.6
Staff' Years of Teaching Experience

Number of Years Teaching Experience	Number of Staff With General Teaching Experience		Number of Staff Having Taught LEP Students	
	Teachers	Aides	Teachers	Aides
1. 1 to 3 years		3	1	1
2. 4 to 6 years	1		1	
3. 7 to 10 years	2		3	
4. 11' years	7		3	

' All staff working with Title VII students regardless of funding source.

Directions for Table 4.7: Professional Certification. Enter number of staff in the Title VII project with the following certificates or endorsements: paraprofessional, classroom teacher, administrative, bilingual, ESL, other. You may enter more than one certificate or endorsement for each staff member if he or she has multiple certificates/endorsements.

Table 4.7
Staff* Professional Certification

Certificate or Endorsement	Administrators	Teachers	Paraprofessional Staff	Other
1. Paraprofessional Certificate or Endorsement			3	
2. Teaching Certificate or Endorsement (i.e. Elementary or Secondary)		10		
3. Administrative Certificate or Endorsement				
4. Bilingual Certificate or Endorsement		1		
5. ESL Certificate or Endorsement		8		
6. Other (Specify) _____ _____				

* All staff working with Title VII students regardless of funding source.

BEST COPY AVAILABLE

Directions for Table 4.8: Academic Preparation. For each category of staff working with Title VII students (e.g., administrators, teachers), indicate the number of staff with the following degrees: High School Diploma, Associate Degree, Bachelor's Degree, Master's Degree, Doctoral or Professional Degree. Report highest degree only for each staff member.

Table 4.8
Staff* Academic Preparation

Degree	Administrators	Teachers	Paraprofessional Staff	Other
1. High School Diploma			3	
2. Associate Degree				
3. Bachelor's Degree		3		
4. Master's Degree		8		
5. Doctoral or Professional Degree				

* All staff working with Title VII students regardless of funding source.

Directions for Table 4.9: State or Local Certification of Endorsements. Place a check in the appropriate space if your state, district, or other lawful authority provides bilingual or ESL certificates or endorsements.

Table 4.9
State or Local Certification or Endorsements

	Certificate	Endorsement
1. Bilingual	✓	
2. ESL	✓	

BEST COPY AVAILABLE

Directions for Table 4.10: Staff Training. Enter number of staff in the Title VII project with the areas of training indicated.

Table 4.10
Staff* Training

Training/Experience	Administrators	Teachers	Paraprofessional	Other
1. Instruction to be proficient in the native language of students		2	3	1
2. Instruction to be proficient in English (non-Native English speakers only)				
3. Linguistics (e.g., Applied Linguistics, Sociolinguistics)				
4. Cross-Cultural Communication or Cultural Awareness		6		
5. Instructional Methodology or Curricula in Native Language of Students		3		
6. Instructional Methodology or Curricula in English		3		
7. Educational Assessment	3			1
8. Education Research Design and Methods (including Program Evaluation)	3			1
9. Other Training				1
10. Peace Corps				
11. Travel		4		1
12. Other Experience				

* All staff working with Title VII students regardless of funding source.

Directions for Table 4.11: Ability to use Training in Classroom by Type of Training. Under number of staff, indicate total number of staff with training in each of the three types listed: College coursework, inservice workshops and other. Then for each category, enter number of staff at each ability level.

The information required to complete Tables 4.11-4.13 can be found in the Staff Questionnaire.

Table 4.11
Ability to Use Training in Classroom by Types of Training

Type of Training	Number of Staff	Ability to Use Training in Classrooms			
		0	1	2	3
College Coursework	5		2	3	
Inservice Workshops	5		2	3	
Other	7				

Directions for Table 4.12: Ability to use Training in Classroom by Area of Training. Under number of staff, indicate total number of staff with training in each of the areas listed. Then for each area of training, enter number of staff at each ability level.

Table 4.12
Ability to Use Training in Classroom by Areas of Training

Area of Training	Number of Staff	Ability to Use Training in Classrooms			
		0	1	2	3
1. Instruction to be proficient in the native language of students	4			4	
2. Instruction to be proficient in English (non-Native English speakers only)					
3. Linguistics (e.g., Applied Linguistics, Sociolinguistics)					
4. Cross-Cultural Communication or Cultural Awareness	6			6	
5. Instructional Methodology or Curricula in Native Language of Students	3			3	
6. Instructional Methodology or Curricula in English	3				3
7. Educational Assessment	1			1	
8. Education Research Design and Methods (including Program Evaluation)	1			1	
9. Other					

BEST COPY AVAILABLE

Directions for Table 4.13: Type of Training by Area of Training. Under number of staff, indicate total number of staff with training in each of the areas listed. Then for each area of training, enter number of staff with each type of training.

Table 4.13
Type of Training by Area of Training

Area of Training	Number of Staff	Type of Training		
		College Coursework	Inservice Workshop	Other
1. Instruction to be proficient in the native language of students	4			
2. Instruction to be proficient in English (non-Native English speakers only)				
3. Linguistics (e.g., Applied Linguistics, Sociolinguistics)				
4. Cross-Cultural Communication or Cultural Awareness	6			
5. Instructional Methodology or Curricula in Native Language of Students	3			
6. Instructional Methodology or Curricula in English	3			
7. Educational Assessment	1			
8. Education Research Design and Methods (including Program Evaluation)	1			
9. Other				

BEST COPY AVAILABLE

Section 6: Student Information and Non-Test Data

Student Information Tables

Directions for Tables 6.1 - 6.4. Use Worksheet 6.1, Student Information and Non-Test Data to fill in these tables.

Directions for Table 6.1: Number of Title VII Students by Language Proficiency Level and Grade. For each grade level represented in the Title VII project, list the number of Limited-English-Proficient students, the number of English proficient students, and the total number of students. Sum across schools as necessary to compile the information for each grade.

Table 6.1
Number of Title VII Students by Language Proficiency Level and Grade

Grade	Proficiency		Total Students
	Limited English Proficient	English Proficient	
Pre-K	10	6	16
K	14	13	27
1	12	13	25

Directions for Table 6.2: Number of Title VII Students Eligible for Free Lunch by Grade. For each grade level represented in the project, list the total number of limited English Proficient students and English proficient students who are eligible for free lunch. In the last column indicate the total number of students eligible for free lunch. Sum across schools as necessary to compile the information for each grade.

Table 6.2
Number of Title VII Students Eligible for Free Lunch by Grade

Grade	Proficiency		Total Students
	Limited English Proficient	English Proficient	
Pre-K			
K	14	~~8~~	~~22~~
1	14	12	26

Directions for Table 6.3: Number of Title VII Students by Language Proficiency Level and Language Group. For each language group represented in the project (besides English Language Background Students) list the number of Limited-English Proficient students, the number of English proficient students and the total number of students. Sum across project grades and schools as necessary to compile the information for each language group.

Table 6.3
Number of Title VII Students by Language Proficiency Level and Language Group

Language Group	Proficiency		Total Students
	Limited English Proficient	English Proficient	
Chinese Prek	10	3	13
" K	14	4	18
1	10	10	20

BEST COPY AVAILABLE

Directions for Table 6.4: Non-Test Data Summary for Project Students. Use Worksheet 6.1 to complete this table.

The column numbers for the table correspond to the column numbers on the data worksheet. Transfer total numbers from Worksheet 6.1.

To calculate a column total, sum the numbers in each column. To calculate a column average, divide the column total by the total number of project students. Multiplying the averages by 100 will give a percent.

Table 6.4: Non-Test Data Summary on Project Students

GRADE	Number Of Students Currently In Project	(7) Left Project	(8) Retained in Grade	(9) Number Of Dropouts	Number Referred And Placed In		(12) Number Enrolled in Postsecondary Education	(13) Number Participating at least 100 days	(14) Total Number of Days Attended	(15) Total Number of Days Enrolled
					(10) Special Education	(11) Gifted or Talented				
PreK	16	1						16	1909	2991
K	27							26	4180	4928
1	25	2						25	4104	4336
Project Total:	68	3						67	10193	12255
Project Average:	XXXXXXXXX									

Date: _____

Section 7: Test Data

Student Information Tables

Directions for Tables 7.1 and 7.2. Number of Limited English Proficient and English Proficient Title VII Students by Years in Project and Grade. For each grade level represented in the Title VII project, list the number of students who have spent one year in the project, the number of students who have spent two years in the project, etc. In the last column enter the total number of students at each grade level. Sum across schools as necessary to compile the information for each grade.

Table 7.1
Number of Limited English Proficient Title VII Students by Years in Project and Grade

Grade	Years In Project						Total Students
	1	2	3	4	5	5+	
Pre-K	10						10 ~~16~~
K	8	6					14 ~~17~~
1		5	5				10 ~~15~~

Table 7.2
Number of English Proficient Title VII Students by Years in Project and Grade

Grade	Years In Project						Total Students
	1	2	3	4	5	5+	
Pre-K	5						6
K	9	4					13
1		4	9				13